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DOCUMENT RESUME

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ABSTRACT

The materials status report for Tagalog is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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Language/Area Reference Center

Materials Status Report

TAGALOG

November, 1985

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Center For Applied Linguistics
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

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Language, dialects, standards. Tagalog is one of the official languages of the Philippines, as well as the lingua franca. Since 1959, Tagalog has been called Pilipino in the Philippines, an attempt to make its status as official language more palatable to non-Tagalog-speaking Filipinos. There are many distinctive regional dialects, among which the most prominent are Bataan, Batangas, Bulacam, Manila, Tanay-Paete, and Tayabas. While the dialect of Bulacan, is considered to be the least influenced by English, Spanish and other Philippine languages, it is the Manila dialect which forms the basis for the written and oral standards. All the dialects of Tagalog are mutually intelligible, and Tagalog is mutually intelligible with no other language.

Writing system. Tagalog employs the roman script in a standardized writing system.

Production of written language. No special typewriters or computer type fonts are necessary. Typesetting is readily available.

Difficulty for English-speaking learners.

Phonology: Not difficult, ng sounds, dipthongs, vowel length.

Syntax: Word order is VSO. The focus system and aspect tenses are sometimes difficult for the English speaker.

Vocabulary: Many loans from English, Spanish and other Philippine languages.

Writing system: Roman alphabet writing system, not difficult.

Usable existing texts.

Basic: Bowen, Beginning Tagalog, 1965.
Ramos, Tagalog for Beginners, 1971.
Ramos, Conversational Tagalog, 1984.
Aspillera, Basic Tagalog for Foreigners and Non-Tagalogs, 1984.
Advanced: Ramos, Intermediate Tagalog, 1981.
Refresher-Maintenance: none
Reference: Ramos, Tagalog Structures, 1971.
Schachter, Tagalog Reference Grammar, 1972.
Dictionaries: Panganiban, Concise English-Tagalog Dictionary, 1984.
Ramos, Tagalog Dictionary, 1971.
Electronic: none

Native speaker availability in the U.S. There are thousands of native speakers of Tagalog in the U.S., quite a few with linguistic training, or degrees.

Existing programs, classes. Cornell, Indiana University, Stanford, SUNY-Buffalo, SUNY-Stony Brook, University of Hawaii, and Yale.

Linguist resources: Paz Naylor, Indiana University; Teresita Ramos, University of Hawaii-Manoa; J. Donald Bowen, UCLA; Paul M. Schachter, UCLA.

Basic Level Teaching Materials

Alejandro, Rufino. Conversational Tagalog; with introductory lessons in the structure of Tagalog. Manila: National Book Store, Inc., 1971 [1972]. [126p] [PL6055.A38]

Aspillera, Paraluman S. Basic Tagalog for Foreigners and non-Tagalogs. 14th printing. Rutland, VT: Tuttle, 1984. [PL6053.A78] [235p]

. Improve Your Tagalog; 100 practical lessons. 1st ed. Manila, 1958. [PL6053.A8] [172p]

Bowen, J. Donald. Beginning Tagalog: A Course for Speakers of English. Berkeley and Los Angeles, CA: University of California Press, 1965.

Educational Services. Tagalog; Language Familiarization Manual. Washington, DC: ES, 1960. [PL6055.E3] [61pp]

Information and Education Services. A Guide to The Tagalog Dialect in The Philippines. Brisbane, Australia: n.p., 1944. [PL6056.T3] [56pp]

Interchurch Language School. Tagalog for Missionaries. Manila, 1964-65. [PL6053.I5] [in 2 vols.] Complemented by: Tagalog Outline Guide. Manila, 196-? [3v.] [PL6053.I52]

Llamzon, Teodoro A. Easy Tagalog. Experimental ed. Woodstock, MD: Woodstock College, 1957. [PL6053.L55] [194p]

Panganiban, Jose Villa. Easy Lessons on the Filipino National Language. Manila: Philippine Education Co., 1948. [PL6053.P26] [258p]

Petersen, Robert O.H. Lessons in Tagalog. Hilo, HA: University of Hawaii, Peace Corps Training Center, 1964.

Ramos, Teresita V. and Videa de Guzman. Tagalog for Beginners. Honolulu: University of Hawaii Press, 1971. [PL6053.R28] [863p]

Ramos, Teresita. Conversational Tagalog. Honolulu, HI: University of Hawaii Press, 1984.

U.S. Navy. Bureau of Navy Personnel. Tagalog: A Guide to The Spoken Language. Washington, DC, 1974. [86pp]

Wolfenden, Elmer, Jr. and Rufino Alejandro. Intensive Tagalog Conversation Course. Manila: Institute of National Language and the Summer Institue of Linguistics, 1966.

Advanced Level Teaching Materials

Philippine Center for Language Study. Intermediate Readings in Tagalog. Berkeley, CA: University of California Press, 1968. [PL6055.P47] [399p]

Ramos, Teresita V. and Rosalina Morales Goulet. Intermediate Tagalog. Honolulu, HI: University of Hawaii Press, 1981. [xxi, 521p] [PL6053.R277]

Refresher-Maintenance Materials

none

Reference Materials

Alejandro, Rufino. A Handbook of Tagalog Grammar with Exercises; based on the official Balarila and especially written for non-Tagalog English-speaking students of the Filipino national language. 2nd ed. Manila: University Pub. Co., 1954. [PL6053.A55 1954] [221p]

Alter, Franz Carl. A Comparative Dictionary of Tagalog. Quezon City: Diliman, Cecilio Lopez Archives of Philippine Languages, 1981. [xv, 125pp]

Llamzon, Teodoro A. Modern Tagalog: A Functional-structural description. The Hague: Mouton, 1976. [PL6053.L57] [148p]

Ramos, Teresita V. Tagalog Structures. Honolulu: University of Hawaii Press, 1971. [PL6053.R3] [176p]

. The Case Structure of Tagalog Verbs. Canberra, Australia: Department of Linguistics, Research School of Pacific Studies, Australian National University, 1974. [PL6053.R274]

Schachter, Paul and Fe T. Otanes. Tagalog Reference Grammar. Berkeley, CA: University of California Press, 1972. [PL6053.S3] [566p]

Sebastian, Federico B. and Antonio D.G. Mariano. Idiomatic Expressions in the Filipino Language. Mendiola, Manila: Committee on the National Language Textbook Preparation, 1954. [PL6059.S4] [207p]

Stockwell, Robert P. A Contrastive Analysis of English and Tagalog. Part I: Introduction and Phonology. Los Angeles, CA: University of California, 1957.

Wolfenden, Elmer. A Re-Statement of Tagalog Grammar. Manila: Summer Institute of Linguistics and the Institute of National Language, 1961. [ii, 44p]

Dictionaries

Barlachan, Dagdagan B. Trilingual Dictionary, Ilocano-English-Pilipino. Manila: National Book Store, 1980-82.

Enriquez, Pablo Jacobo and Maria Guzman. Pocket Dictionary: English-Tagalog, Tagalog-English Vocabulary. Rev. ed. Manila: Philippine Book Co., 1967. [PL6056.E52 1967]

del Mundo, K. Clodualdo. Pocket Dictionary: Tagalog-English, English-Tagalog. Manila: Abiva Publishing House, 1948. [PL6054.M8] [96pp]

Panganiban, Jose Villa. Concise English-Tagalog Dictionary. Rutland, VT: C. E. Tuttle, 1984. [reprint of 1969 ed.] [xxvi, 170p]

. English-Tagalog Vocabulary. Manila: University Book Supply, 1958.

Odulio de Guzman, Maria. An English-Tagalog and Tagalog-English Dictionary. Rev. ed. Manila: G.O.T., 1967. [PL6056.O3 1967] [668p]

Philippines (Commonwealth) Institute of national Language. A National Language-English Vocabulary. Published by the Institute of national language, commonwealth of the Philippines. 1st school ed. Manila: Bureau of Printing, 1940. [PL6056.P47] [180p]

Ramos, Teresita V. Tagalog Dictionary. Honolulu: University of Hawaii Press, 1971. [330p] [PL6056.R3]

Tablan, Andrea Amor. Pilipino-English, English-Pilipino Dictionary for students, teachers, laymen, professionals, and foreigners. Words and terminologies that are pure, derived, colloquial, or slang. Comp. and ed. by Andrea A. Tablan and Carmen B. Mallari. New York: Washington Square Press, 1961. [213p] [PL6056.T26]

Hermosisima, Tomas V. Dictionary, Bisayan-English-Tagalog; standardized spelling, by Tomas V. Hermosisima. Tagalog by Pedro S. Lopez, Jr. 1st ed. Manila: P.B. Ayuda, 1966. [648p] [PL5626.H4]

Electronic Materials

none

Materials Not Evaluated

Aldave-Yap, Pe Z. The Sounds of Pilipino; A Descriptive Analysis. Manila: United Publications Co., 1970. [viii, 92p]

Areolario, Ernesto P. Supplemental Sequenced Self-Learning Language Workbook. Tagalog. n.p., n.d. [155p]

Blake, Frank R. A Grammar of The Tagalog Language, The Chief Native Idiom of The Philippine Islands. New Haven, CT: American Oriental Society, 1967. [xxxi, 324p] [Reprint of 1925 ed.]

Bloomfield, Leonard. Tagalog Texts with Grammatical Analysis. Urbana, IL: University of Illinois, 1917. 3 v.

Buenaventura, Amparo S. A Syntactic Analysis of The Basic Sentence Types in Tagalog. Cebu, Philippines: University of San Carlos, 1967. [M.S. thesis]

Cabrera, Nettie C. One Hundred Hours in Tagalog. San Jose, CA: San Jose State College, Philippine Training Program, 1967. [115p]

Calderon, Sofronio G. and Jose G. Katindig. Practical Self-Study of The National Language. 1st ed. Manila: M. Colcol, 1947. [PL6055.C3] [228p]

Daluz, Eusebio T. Filipino-English Vocabulary, with practical examples of Filipino and English Grammars. 1st ed. Manila: n.p., 1915. [PL6056.D3]

Dizon, Nicolas C. Dictionary in English, Tagalog, Ilocano and Visayan and a brief Tagalog grammar written in English and tr. in Ilocano and in Visayan. Honolulu: Juan de la Cruz Book Room, 1947. [PL6054.D5] [182p]

Haynor, H.O., comp. Practical Dictionary of The Tagalog Language, with definitions in English. Edited by A.D. Rosario. New York: The Lawyer Co-operative Publishing Co., 1930. [PL6056.H3] [340pp]

Laya, Juan Cabreros and Silvina C. Laya. Basic Tagalog Vocabulary; Tagalog-English, English-Tagalog. Manila: Inang Wika Pub. Co., 1950. [PL6056.L3] [148pp]

Lendayro, Constantino. The Filipino Language. Manila, 1909.

Llamzon, Teordor, et al. Tagalog. Quezon City, Philippines: Ateneo de Manila University Press, 1974. [xii, 133p]

Lopez, Cecilio. A Manual of The Philippine National Language. 3rd ed. Manila: Bureau of Printing, 1941. [PL6053.L7 1941] [327p]

Materials Not Evaluated, cont.

MacKinlay, W.E.W. A Handbook and Grammar of The Tagalog Language. Washington, DC: Government Printing Office, 1905. [PL6053.M2] [264pp]

Manuel, E. Arsenio. A Lexicographic Study of Tayabas Tagalog of Quezon Province. Quezon City: Diliman Review, 1971. [PL6059.M33] [420pp]

Mayurgas, Wilfredo, Rosa Soberano and Frank Flores. Tagalog for Non-Filipinos. Vol. 1, Units 1-4. Manila: Interchurch Language School, 1967.

Neilson, P.D. An English-Tagalog Dictionary. Manila: American Book and News Co., n.d. (pre-1949) [PR6056.N4]

Nigg, Charles. A Tagalog English and English Tagalog Dictionary, compiled and published by C. Nigg. Manila: Imp. de Fajardo y comp., 1904. [360p] [PL6056.N5]

Odulio de Guzman, Maria. An English-Tagalog and Tagalog-English Dictionary. Rev. ed. Manila: G.O.T., 1967. [PL6056.03 1967] [668p]

Panganiban, Jose Villa. Diksyunaryo-tesauro Pilipino-Ingles. Lungsod Quezon, Pilipinas: Manlapaz Pub. Co., 1972. [1027p] [PL6056.P29]

Panganiban, Jose Villa. Thesaurus Dictionary, English-Pilipino. San Juan, Rizal, the Philippines: Limbagang Pilipino, 1971. [1363p]

Pilipino Language Proficiency Course. Manila: Surianng Wikang Pambansa, 1980-2 v. [PL6055.P54 1980]

Reyes, Franco Vera. Practical Tagalog, an easy and agreeable method of acquiring a speaking knowledge of the Tagalog language. 1st ed. manila: P.I>P> Sayo, 1938. [PL6055.R4] [344p]

Sagalongos, Felicidad T.E. Diksiyunaryong Ingles-Pilipino, Pilipino-Ingles. Manila: National Book Store, 1968. [vii, 722p]

Tablan, Andrea Amor. Pilipino-English, English-Pilipino Dictionary for students, teachers, laymen, professionals, and foreigners. Words and terminologies that are pure, derived, colloquial, or slang. Comp. and ed. by Andrea A. Tablan and Carmen B. Mallari. New York: Washington Square Press, 1961. [213p] [PL6056.T26]

Tagalog-English Vocabulary and Manual of Conversation. 4th ed. Manila: M. Colcol, 1947. [PL6055.C315 1947]

Basic Course Materials

Alejandro, Rufino. Conversational Tagalog: with introductory lessons in the structure of Tagalog. Manila: National Book Store, Inc., 1971 [1972].

Specific language/dialect taught: Standard Tagalog

Type of text: Basic level teaching materials

Publication information: Copy available at C-A-L. 1985 price: $6.95. [PL6055.A38]

Intended users: English-speakers

Format: Book

Overall grammatical/pedagogical approach: Traditional traveller's phrase-book format

Presentation of language: Tagalog spelling occasionally phonetically transcribed (transcriptions indicated by italics).

Physical quality of book: Budget quality soft-back, glued binding

Editorial quality of target language: poor

Editorial quality of English: Good

Overall organization of text:
[pages ix 126 pp.]
Part I:
- Preface
- Pronunciation Key
- The Tagalog Alphabet
- Some Grammar Points
- Tagalog Words & Phrases topically arranged (e.g. Time, Seasons, At the Hotel, Laundry List, etc.)

Part II:
- Grammatical Structures

Appendices:
- Useful interrogative device: A no?
- Articles
- Special Verbs
- Opposites

Verb Conjugation Guide
Practice Readings (with vocabulary lists)

Vocabulary areas covered: Basic communication in newcomer situations

General comments:

CPT page label: TAGALEJA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Alejandro Conversational Tagalog

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: It's written in old and traditional style. Has very little information. It's title is "conversational" but most of the sentence construction are not common. Some are direct translations.

Evaluator: Ayana B. Felizardo Date: 11/16/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(Tagalog
(18) Alejandro, Conversational
(text) Tagalog

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts		/		/		
Presentation, explanation of basic grammatical structures	/			/		
Development of accurate pronunciation		/				
Development of automaticity, fluency		/			/	
Development of appropriate range of vocabulary		/			/	
Presentation of cultural and functional information			/			/
Development of encoding, decoding skills (in non-roman alphabets)						/
Development of basic reading skills				/		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			/
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			/
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			/
Do the materials include guides for teaching?			/
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		/	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		/	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		/	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Tagalog

(text) Alejandro, Conversational Tagalog

	Y	S	N
Do the materials appropriately integrate the use of English in class?		/	
Are the materials likely to be visually appealing to the student?			/
Do the materials expose students to language material above their momentary level?	/		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			/
Do the materials include a wide range of learning activities for the student?			/
Are the materials considered successful by current users, if any?			/
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			/
Are lessons in the materials organized around functions to the exclusion of grammar?		/	
Are lessons in the materials organized around grammar to the exclusion of functions?		/	

Comments: _____

Evaluator: Susana B. Alejandro Date: 11/16/85

Y = yes; S = somewhat; N = no

Aspillera, Paraluman S. Basic Tagalog for Foreigners and non-Tagalogs. Rutland. VT: Tuttle, 1969.

Specific language/dialect taught: Tagalog

Type of text: Basic level teaching material

Publication information: First published in 1956. Copy at C-A-L. 1985 price: $10.50. [PL 6053. A78], Library of Congress no.

Intended users: English speakers

Format: Book

Overall grammatical/pedagogical approach: Traditional

Presentation of language: standard Tagalog orthography

Physical quality of book: Excellent quality hard back with sewn binding.

Editorial quality of target language:

Editorial quality of English: Excellent

Overall organization of text:
[pages xviii, 235 pp.]
Introductory Comments
- The Tagalog Language
- Organization of/Approach to the Book

Useful Expressions for Tourists
50 Lessons, typically organized around grammar point(s) with accompanying exercises (translation conjugation, conversation, etc. drills)
Appended are:
- NA Ligature
- Common Verb Forms
- Sentence Patterns
- Reading Materials (Prose, Poetry, Christmas Songs)

Everyday expressions
Sample conversations
Tagalog-English/English-Tagalog vocabularies.
Pambansary Awit ng Pilipinas (National Anthem)
A Historical Sketch: Pilipino

Vocabulary areas covered: 800 words for basic communicative needs

General comments:

CPT page label: TAGASPIA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Tagalog
(lg)
Aspillera, Basic Tagalog
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: It may be used as a supplement, but not as the main teaching material. Some of the structures used in the drills are patterns that are in written style. If learners are more interested in spoken style, it's not much of help.

Evaluator: Rosana B. Felizardo Date: 11/16/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Tagalog
(lg)
Espiritu, Basic Tagalog
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓			✓	
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Tagalog
(text) Lipsillda, Basic Tagalog

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: _____

Evaluator: Rusana B. Feliciano Date: 11/16/85

Y = yes; S = somewhat; N = no

Aspillera, Paraluman S. Improve Your Tagalog: 100 Practical Lessons. 1st ed. Manila: Manilla Times, 1957

Specific language/dialect taught: Tagalog, Pilipino

Type of text: Basic level teaching material

Publication information: Copy at Library of Congress [PL 6053. A8]

Intended users: Filipino students and teachers working to improve their proficiency in Pilipino (Tagalog-based National Language)

Format: Book

Overall grammatical/pedagogical approach: Traditional

Presentation of language: Standard

Physical quality of book: Pilipino orthography good

Editorial quality of target language: very good

Editorial quality of English: Excellent

Overall organization of text:
[172 pp.]
100 Lessons
Remedial grammar exercises based on research results pinpointing types of most frequently committed errors by Filipino students and teachers using Pilipino.

Vocabulary areas covered: Vocabulary secondary to grammar and spelling drills.

General comments: These 100 lessons appeared in serialized form in the Daily Magazine of the Manila Times from September to November 1957. Grammar rules based on official grammar Balarila ng Wikang.

CPT page label: TAGASPIB1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Basic Grammar: Practical Lessons

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Good reference for non-Tagalog and English speakers interested in learning Tagalog.

Evaluator: Susana B. Felizardo

Date: Nov. 16/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Tagalog
(text) Basic Grammar Practical Lessons

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts	✓					✓
Presentation, explanation of basic grammatical structures	✓				✓	
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓			✓	
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information					✓	
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?			
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Tagalog
(text) Basic Grammar: Practical Lessons

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: _____

Evaluator: Ausana B. Feliciano Date: Dec. 16, 1985

Y = yes; S = somewhat; N = no

Bowen, J. Donald. Beginning Tagalog:
A Course for Speakers of English.
Berkeley and Los Angeles, CA:
University of California Press, 1965.

Specific language/dialect taught: Tagalog

Type of text: Basic level teaching material

Publication information: Copy at C-A-L. Library of Congress [PL 6053 P35].

Intended users: Adult native speakers of English

Format: Text with accompanying recorded material

Overall grammatical/pedagogical approach: Audiolinqual

Presentation of language: Standard Tagalog spelling with phonetic transcriptions.

Physical quality of book: Good quality paperback

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[pages xv 526 pp]
Table of Contents
Introduction to Tagalog Language
25 Lessons typically including pronunciation drill and grammar points (later lessons also include a reading)
Appended are:
Useful Expressions
Answer Keys
Verbal Affix-focus Charts
Cardinal Numbers
Vocabulary
Index

Vocabulary areas covered: General

General comments:

CPT page label: TAGBOWEA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Bowen, Beginning Tagalog

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	✓ •	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: A very good material for teaching Tagalog. Learner must use this with instructor. Not recommended for self-study material because students will find difficult to understand and follow the grammatical terminology used by the author unless the learner

Evaluator: Viviana Feliciano Date: 11/16/85 (over) last page

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Tagalog Beginning
(text) Bowen, Tagalog

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Tagalog
(lg) Bowen, Beginning Tagalog
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level? Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓ ✓		
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar? Are lessons in the materials organized around grammar to the exclusion of functions?	✓ ✓		

Comments: has a linguistics background.
From experience, the evaluator was informed by other Tagalog instructors that they had difficulty in understanding the grammar presentation # It has good dialogues, various types of drills pictures as visual aides and also with cultural notes in each unit. It would help if the author would revise and update the book.

Evaluator: Susana B. Feligado Date: 11/16/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Educational Services. Tagalog: Language Familiarization Manual. Washington, DC: Educational Services, 1960.

Specific language/dialect taught: Tagalog

Type of text: basic level teaching material

Publication information: Copy at Library of Congress, [PL 6055. E3]

Intended users: U.S. Military and other government personnel in the Philippines.

Format: Book and two LP records with pronunciation exercises.

Overall grammatical/pedagogical approach: Audiolinqual

Presentation of language: Standard Pilipino orthography with phonetic transcriptions.

Physical quality of book: Paper bound, small of fairly durable paper. Plain but clear print.

Editorial quality of target language: adequate

Editorial quality of English: Good

Overall organization of text:
[61 pp. Appendices a-f]
1 - Table of Contents
2 - Guide to Book's Use
3 - Pronunciation Key
4 - Words and expressions arranged categorizally (Military terms among those included)
Appended are: International Road Signs
Other Signs
Index to key words used in book

Vocabulary areas covered: Words and phrases needed for basic communication in newcomer situation

General comments:

CPT page label: TAGEDUCA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Guide Book
Familiarization

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	✓*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: _____

Evaluator: Fabiganido Date: 1'85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Tagalog
(text) Kwaki Bata (Small) Familiar Zapin-Zapin

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation	✓					
Development of automaticity, fluency			✓			✓
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Tagalog
(text) Guide Book (small)
Familiarization

	Y	S	N
Do the materials appropriately integrate the use of English in class?		/	
Are the materials likely to be visually appealing to the student?		/	
Do the materials expose students to language material above their momentary level?	/		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			/
Do the materials include a wide range of learning activities for the student?			/
Are the materials considered successful by current users, if any?			/
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			/
Are lessons in the materials organized around functions to the exclusion of grammar?			/
Are lessons in the materials organized around grammar to the exclusion of functions?			/

Comments: The language used is presented in a given situation but some sentences are literal and some are archaic.

However, this guide book is good for pronunciation drills even without the presence of a native speaker as a model.

Evaluator: Susana B. Felizardo Date: Nov. 16, 1985

Y = yes; S = somewhat; N = no

Information and Education Section, 14th Anti-aircraft command. A Guide to The Tagalog Dialect in the Philippines. Brisbane: H. Pole & Co., 1944.

Specific language/dialect taught: Tagalog

Type of text: basic level teaching material

Publication information: Copy at Library of Congress. [PL 6056. T3]

Intended users: English-speaking Military personnel in the Philippines

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: Tagalog script with phonetic transcriptions

Physical quality of book: Fragile paper back with loosely sewn binding

Editorial quality of target language: good

Editorial quality of English: Good

Overall organization of text:
[51 pp.]
Introduction
Guide to Pronunciation
Useful Words & Phrases arranged categorically

Vocabulary areas covered: Formulaic expressions to communicate in survival and/or newcomer situations

General comments:

CPT page label: TAGINFOA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog

(text) Guide Book

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: An excellent guide for pronunciation drills for the English speaker.

Evaluator: Susana B. Feliciano

Date: Nov. 16, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Tagalog
(text) Kwaderno Book

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts			✓			✓
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation		✓				
Development of automaticity, fluency			✓			✓
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?			✓
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Tagalog
(lg)
Linda Bock
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		/	
Are the materials likely to be visually appealing to the student?	/		
Do the materials expose students to language material above their momentary level?	/		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			/
Do the materials include a wide range of learning activities for the student?			/
Are the materials considered successful by current users, if any?		/	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		/	
Are lessons in the materials organized around functions to the exclusion of grammar?			/
Are lessons in the materials organized around grammar to the exclusion of functions?			/

Comments: _____

_____

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Evaluator: _____ Date: _____

Y = yes; S = somewhat; N = no

Tagalog
Interchurch Tagalog for Missionaries

Interchurch Language School. Tagalog for Missionaries Phase Two: Enrichment. Manila, Philippines: n.p., 1964-65.

Specific language/dialect taught: Tagalog

Type of text: Basic level teaching materials

Publication information: Sample pages from 1967 reprint of 1965 edition of Phase (vol.) 2 is available at C-A-L. [PL 6053. I52]

Intended users: English-speaking missionaries.

Format: three books
Overall grammatical/pedagogical approach: Audiolinqual

Presentation of language: Standard Tagalog orthography

Physical quality of book: Good

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
Vol. 2 only [viii, 217 pp]
Table of Contents
Unit I How to Make a Request
7 Lessons
Unit II How to make a correction
3 Lessons
Unit III How to complain
2 Lessons
Unit IV How to "See-Saw" - 5 Lessons
Unit V What is a friendly conversation?
8 Lessons
Unit VI How to Wheedle something out of someone 2 Lessons
Unit VII How to play "Correction and Request" 1 Lesson
Unit VIII How to Bargain 1 Lesson
Unit IX How to give instructions 1 lesson
Unit X How to make a request of a neighbor 2 Lessons
Unit XI How to blow-off steam 11 Lessons
Lessons typically begin with a synopsis of the situation, a dialogue and language drills based on the dialogue

Vocabulary areas covered: newcomer situations, cultural topics.

General comments:Rich in cultural information

CPT page label: TAGINTEA1

LARC staffer: RG

Interchurch Language School. Tagalog for Missionaries Phase Two: Enrichment. Manila, Philippines: n.p., 1964-65.

Specific language/dialect taught: Tagalog

Type of text: Basic level teaching materials

Publication information: Sample pages from 1967 reprint of 1965 edition of Phase (vol.) 2 is available at C-A-L. [PL 6053. I52]

Intended users: English-speaking missionaries.

Format: three books
Overall grammatical/pedagogical approach: Audiolinqual

Presentation of language: Standard Tagalog orthography

Physical quality of book: Good

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
Vol. 2 only [viii, 217 pp]
Table of Contents
Unit I How to Make a Request
7 Lessons
Unit II How to make a correction
3 Lessons
Unit III How to complain
2 Lessons
Unit IV How to "See-Saw" - 5 Lessons
Unit V What is a friendly conversation?
8 Lessons
Unit VI How to Wheedle something out of someone 2 Lessons
Unit VII How to play "Correction and Request" 1 Lesson
Unit VIII How to Bargain 1 Lesson
Unit IX How to give instructions 1 lesson
Unit X How to make a request of a neighbor 2 Lessons
Unit XI How to blow-off steam 11 Lessons
Lessons typically begin with a synopsis of the situation, a dialogue and language drills based on the dialogue

Vocabulary areas covered: newcomer situations, cultural topics.

General comments:Rich in cultural information

CPT page label: TAGINTEA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Kolerchunch Tagalog for Missionaries

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: A very good reference for reading comprehension. The book has no English translation therefore this material can only be used with the native teacher. Dialogues are presented in very realistic given situations. Teachers have to explain the cultural implications.

Evaluator: Rosana B. Felizardo Date: Nov 16, 1985

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Tagalog
(text) Intensive Tagalog for Missionaries I

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation			✓			
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information – excellent	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Tagalog
(text) Interchurch Tagalog for Missionaries

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: Nirsana B. Feliciano Date: Nov. 16/85

Y = yes; S = somewhat; N = no

Llamzon, Teodoro A. Easy Tagalog.
Experimented ed. Woodstock, MD:
Woodstock College, 1957

Specific language/dialect taught: Tagalog

Type of text: Basic level teaching material

Publication information: Copy at Library of Congress [PL 6053. L55]

Intended users: English speakers

Format: Book

Overall grammatical/pedagogical approach: "Direct Method"

Presentation of language: Standard Tagalog spelling

Physical quality of book: Paper bound with typewritten text

Editorial quality of target language: very good

Editorial quality of English: Very good

Overall organization of text:
[194 pp. and Corrigenda]
Part I.
50 "Lessons" based on "direct method" (i.e. association, repetition, gradual build-up of vocabulary and grammatical construction, audio-visual aids, contrast and comparison). At end of each lesson is a set of 10 sentences for the student to translate into Tagalog.

Vocabulary areas covered: Common everyday idiomatic Tagalog

General comments:

CPT page label: TAGLLAMA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Basic Grammar: Easy Tagalog

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Susana B. Feliciano Date: Nov. 16, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Arabic

(text) Easy Reading

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	✓		
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?			
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Target:
(lg) Basic Tigrinya
(text) Let's Learn Tigrinya

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: Good material for beginners. Appropriate for self-study especially for English speaker who is interested in learning Tigrinya.

Evaluator: Lawrence B. Date: Oct 10/85
Feligonda

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Panganiban, Jose Villa. Easy Lessons on the Filipino National Language. Manila: Philippine Education Co., 1948.

Specific language/dialect taught: Pilipino

Type of text: Basic level teaching material

Publication information: Copy at Library of Congress [PL 6053. P26]

Intended users: Non-Tagalog teacher and student of Pilipino.

Format: Book

Overall grammatical/pedagogical approach: Traditional

Presentation of language: Standardized Pilipino orthography.

Physical quality of book: Good quality paper, clear print

Editorial quality of target language:

Editorial quality of English: Somewhat dated style

Overall organization of text:
[pages xiv 258 pp.]
Preface
Detailed Table of Contents
13 Lessons based on a Reading including vocabulary and grammar forms to be discussed.
Appended are:
Basic English - Tagalog Vocabulary with approx. 4,000 entries
Basic Tagalog-English Vocabulary with approx. 2,500 entries.

Vocabulary areas covered: Basic academic vocabulary

General comments:

CPT page label: TAGPANGA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Basic course
Easy Lessons (Panganiban

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓		✓	
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: Can be used only as reference — by English speaking natives to learn Tagalog. Language instructor may use it to be in reference for cultural information but he is the source of the lessons and exercises to practice.

Evaluator: [illegible] Date: Feb 16, 1985

for final

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Tagalog
(text) Basic Course
Easy Lessons - Pinganiban

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures	✓					✓
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓			✓
Development of appropriate range of vocabulary		✓				✓
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?			✓
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Tagalog

(text) Basic course
Easy Lesson - Panganiban

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓		
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: _____

Evaluator: Susana Feliz Date: Nov. 16/85

Y = yes; S = somewhat; N = no

Peterson, Robert O.H. Lessons in Tagalog. Hilo, HA: University of Hawaii, Peace Corps Training Center, 1964.

Specific language/dialect taught: Standard Tagalog

Type of text: Basic level teaching material

Publication information: Sample pages at C-A-L. [PL 6055. L4], LC no.

Intended users: Peace Corps trainees in intensive language courses.

Format: Book

Overall grammatical/pedagogical approach: Audiolinqual

Presentation of language: Standard Tagalog alphabet

Physical quality of book: Good

Editorial quality of target language:

Editorial quality of English: Some spelling errors

Overall organization of text:
[iv, various pagings]
19 Lessons typically consisting of a dialogue, vocabulary list and drills (pronunciation, response, substitution and repetition).

Vocabulary areas covered: Minimal general everyday used primarily to establish grammar patterns.

General comments:

CPT page label: TAGPETEA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Peterson, Lessons in Tagalog

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: It's so simple that one who is interested to learn Tagalog can use it for self study. I

Evaluator: Susana B. Felizardo Date: Nov. 16, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Tagalog
(1) Peterson, Lessons in Tagalog
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓			✓	
Development of appropriate range of vocabulary	✓				✓	
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Tagalog
(language)
Peterson, Lessons in Tag
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level? Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓ 	 ✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar? Are lessons in the materials organized around grammar to the exclusion of functions?	✓ 	 	

Comments: _____

Evaluator: Liwana B. Feliciano Date: 11/16/85

Y = yes; S = somewhat; N = no

Ramos, Teresita and Vidoa de Guzman.
Tagalog for Beginners. Honolulu, Hawaii:
University of Hawaii Press, 1971.

Specific language/dialect taught: Tagalog

Type of text: Basic level teaching materials

Publication information: Copy at C-A-L. [PL 6053. R28]

Intended users: English-speakers in intensive Tagalog course

Format: Book

Overall grammatical/pedagogical approach: Structural

Presentation of language: Standard Tagalog alphabet

Physical quality of book: Good quality paperback-glue binding, typewritten text

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text:
[863 pp.]
56 Lessons-Each designed to be taught in a 5 to 6 hour day
Lessons typically include: grammar structure with audio-linqual drills, other drills, from simple to expanded sentences, dialogues, vocabulary Lists, grammar notes, and cultural notes.
Appendices:
Classified Supplementary Vocabulary
Expressions for Occasional Use
Pronunciation Drills
Charts Showing Verbal Aspect Formation
Worksheets for Informant Sessions
Sample Oral and Written Test
Songs in Tagalog

Glossary

Vocabulary areas covered:

General comments: Developed under a contract with the peace corps.

CPT page label: TAGRAMOB1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Ramos, Tagalog For Beginners

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Susana B. Feliciano Date: 11/16/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Tagalog
(text) Ramos, Tagalog for Beginners

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation		✓				
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Tagalog

(text) Ramos, Tagalog for Beginners

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓		
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: Excellent material for beginners.

Evaluator: Suzana B. Felizardo Date: 11/16/85

Y = yes; S = somewhat; N = no

U.S. Navy. Bureau of Navy Personnel.
Tagalog: A Guide to the Spoken Language.
Washington, D.C.: U.S. Govt. Printing Office, 1979.

Specific language/dialect taught: Tagalog

Type of text: Basic level teaching materials

Publication information: Copy at C-A-L.

Intended users: Navy personnel in the Philippines

Format: Guide (originally issued with accompanying records. Records are no longer available.)

Overall grammatical/pedagogical approach: none

Presentation of language: Simplied phonetic transcriptions

Physical quality of book: Good

Editorial quality of target language: adequate

Editorial quality of English: Good

Overall organization of text:
[86 pp]
Contents - Vocabulary lists arranged topically
Introduction
How to use Guide
Pronunciation Key
Vocabulary Lists, arranged by English Word.
Equivalent Represented Phonetically/Tagalog spelling.

Vocabulary areas covered: Basic communication in newcomer situations.

General comments:

CPT page label: TAGUSNAA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) U.S.N. Tagalog : Language Guide

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: reference material for pronunciation and for short, fem phrases.

Evaluator: Susana B. Felizardo Date: 11/16/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(18) Tagalog
(text) U.S.N. Tagalog Language Guide

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓				✓
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation	✓					
Development of automaticity, fluency			✓			✓
Development of appropriate range of vocabulary			✓			✓
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Tagalog

(text) D.S.N. Tagalog Language Bundle

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: Susana B. Felizardo Date: 11/16/85

Y = yes; S = somewhat; N = no

Wolfenden, Elmer, Jr. and Rufino Alejandro. Intensive Tagalog Conversation Course. Manila: Institute of National Language and the Summer Institute of Linquistics, 1966.

Specific language/dialect taught:

Type of text: basic level teaching materials

Publication information: Sample pages at C-A-L. [PL 6053. W59]

Intended users: English-speakers enrolled in six-week intensive Tagalog course at the Philippines' Summer Institute of Linquistics

Format: Book

Overall grammatical/pedagogical approach: Primarily audiolinqual

Presentation of language: Standard Tagalog

Physical quality of book: Good

Editorial quality of target language: good

Editorial quality of English: Good

Overall organization of text:
[175 pp.]
The text includes a course schedule with detailed explanations how and when to use the various lessons.
Lessons (with specific instructions for presentation) include:
Conversation
Sentence Patterns
Pattern Practices

Vocabulary areas covered: General everyday for basic communication

General comments:

CPT page label: TAGWOLFA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Tagalog
(18) Wolfenden Intensive
(text) Tagalog

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	
Electronic Aids	

Comments: Maybe used as supplemental materials. For language learners who are good in mimicry and memorization, this book will be helpful for them. One word phrase, short dialogues could be easy to remember.

Evaluator: Rosana B. Felizardo Date: Nov. 16, 1985

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Tagalog
(text) Wolfenden Intensive Tagalog

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓			✓	
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(course) Tagalog
(#) Wolfenden Intensive
(text) Tagalog

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: _____

Evaluator: Susana B. Felizardo Date: Nov. 16/85

Y = yes; S = somewhat; N = no

Advanced Course Materials

Philippine Center for Language study.
Intermediate Readings in Tagalog.
J. Donald Bowen, ed. Berkeley, CA:
University of California Press, 1968

Specific language/dialect taught: Tagalog

Type of text: advanced level teaching material

Publication information: Copy at C-A-L. [PL 6055. P47]

Intended users: English-speaking intermediate level students of Tagalog

Format: Book

Overall grammatical/pedagogical approach: Traditional

Presentation of language: Standard Tagalog orthography

Physical quality of book: Fine quality paperback

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[pages xiii, 399 pp]
Table of Contents (in Tagalog)
Part I
Section A Readings to accompany later units of Beginning Tagalog
Section B Transition readings
Part II Readings which originally appeared in publications:
Section A Essays and articles with journalistic orientation
Section B Short stories
Section C Poetry
Section D Two plays
All sections are arranged in order of increasing difficulty.

Vocabulary areas covered: Literary

General comments: This is the second in a series of four volumes undertaken under a contract with the U.S. office of education by the Philippine Center for Language study. The other three are Beginning Tagalog, a Reference Grammar and a bilinqual dictionary.

CPT page label: TAGPHILA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Tagalog
(lg)
Philippine Ctr. Intermediate Readings
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			•
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	• ✓	•		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: (see last page)

Evaluator: Ansara B. Felizardo

Date: Nov. 16, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

Tagalog
(language) Philippine Ctr. Intermediate Readings
(text)

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts	✓			✓		
Presentation, explanation of advanced grammatical structures	✓			✓		
Development of automaticity, fluency	✓			✓		
Development of extensive range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect	✓			✓		
Development of competence in regional/ social dialects	✓			✓		

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?	✓		
Are teaching suggestions or strategies to exploit the text included?	✓		
Are the materials logically sequenced?	✓		
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

(language) Tagalog
(title) Philippines Ctr. Intermediate Reading
(text)

Do the materials prepare students for self-learning after the course is over?

Y	S	N
/		

Comments: (1) An Excellent material for reading comprehension, starting from the basic to advanced level. (2) The first part is in a dialogue and in spoken style, applying the basic structure introduced in the other accompanying book. (3) Each dialogue uses a lot of phrases in a given situation reflecting different cultural aspects. (4) Characters are typical people of the said country showing their behavior, interaction, way of thinking and other factors a language learner would like to know about the native speaker of Tagalog. (5) The rest of the articles are in written forms that require the knowledge of a heavy range of vocabulary in order to comprehend the meaning. (6) At the back of the book, there are lists of vocabularies, readers might use as dictionary.

Evaluator: Susana B. Felizardo

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Ramos, Teresita V. & Rosalina Morales Goulet. Intermediate Tagalog: Developing Cultural Awareness Through Language. Honolulu, HI: University of Hawaii Press 1981.

Specific language/dialect taught: Tagalog

Type of text: Advanced level teaching material

Publication information: Copy at C-A-L. [PL 6053. R277] 1985 price: $20.00.

Intended users: English-speakers w/intermediate or advanced knowledge of Tagalog.

Format: Book

Overall grammatical/pedagogical approach: Functional

Presentation of language: Standard Tagalog spelling

Physical quality of book: Good quality paperback with glued binding.

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text:
[pages xxi 521 pp.]
Three Parts
I. Day to Day Living (Useful expressions, structures for communicating in ordinary situations)
II. Philippine Life (Cultural Insights)
III. Readings
Exercises in these sections concentrate on developing communicative competence.

Vocabulary areas covered: Basic communication that goes beyond immediate needs to expressions of thoughts, feelings, opinions.

General comments: Special emphasis on Filipino culture with opportunities for students to reflect on and relate it to their own heritage.

CPT page label: TAGRAMOA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Ramos, Intermediate Tagalog

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Jusana B. Felizardo Date: Nov. 16/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

Tagalog
(language)
Ramos Intermediate Tagalog
(text)

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts	✓			✓		
Presentation, explanation of advanced grammatical structures	✓			✓		
Development of automaticity, fluency	✓			✓		
Development of extensive range of vocabulary	✓			✓		
Presentation of cultural and functional information — excellent	✓			✓		
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect	✓			✓		
Development of competence in regional/ social dialects	✓			✓		

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?	✓		
Are teaching suggestions or strategies to exploit the text included?	✓		
Are the materials logically sequenced?	✓		
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

(lg) Tagalog
(text) Ramos, Intermediate Tagalog

Do the materials prepare students for self-learning after the course is over?

Y	S	N
✓		

Comments: Each dialogue shows a real life situation, using common phrases, idioms and sayings.

Presents a great deal of information on dealing with social skills.

It's very rich in cultural aspects, and since the language and culture are so closely intertwined, learners will become familiar with what natives talk about, their fears, ambitions, hopes and feelings.

This book helps the learner understand the way of thinking of the Filipinos, understand their behavior and ways of communicating

Evaluator: Susana B. Felizardo
11/16/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Refresher-Maintenance Materials

Reference Materials

Alejandro, Rufino. A Handbook of Tagalog Grammar with Exercises; based on the official Balarila and especially written for non-Tagalog English-speaking students of the Filipino National Language, 2nd ed. Manila: University Publishing Co., 1963.

Specific language/dialect taught: Tagalog

Type of text: Reference, grammar

Publication information: First published 1947. A copy of the 1963 edition C-A-L. [PL6053. A55 1954]

Intended users: Non-Tagalog English speaking students of Pilipino

Format: Book

Overall grammatical/pedagogical approach: Traditional grammar

Presentation of language: Standard Tagalog orthography

Physical quality of book: Hard-bound

Editorial quality of target language: good

Editorial quality of English: Very good

Overall organization of text:
[pages xiii 221 pp.]
Tables of Contents
26 Chapters
Presentation of grammar point(s)
Vocabulary
Drills
Translation exercise
9 Appendices of varying content (each described in table of contents)

Vocabulary areas covered: Non-specific in grammar. Appendices include classified vocabulary lists.

General comments: Designed primarily for non-Tagalog speaking Filipinos who know enough English to follow the text.

CPT page label: TAGALEJB1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(Tagalog)
(1) Alejandro, A Handbook of Tagalog Grammar
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Typical example of traditional way of writing grammar book. Suitable for teaching Filipino high school students. Not too good for use in teaching the second language learners.

Evaluator: Rusana Felizardo Date: 11/16/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(1a) Tagalog (text) Alejandro, Handbook of Tagalog Grammar

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation	✓		
b. grammatical approach	✓		
c. state of knowledge of the language	✓		
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students		✓	
b. advanced students		✓	
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category		✓	
b. semantic category		✓	
c. functional category		✓	
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration	✓		
c. in phonetic transcription	✓		
Original intention of the materials:			
a. teaching materials		✓	
b. pedagogical reference		✓	
c. linguistic study		✓	
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?		✓	
Are the materials			
a. indexed		✓	
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)	✓		
Are examples/texts			
a. literary quotations		✓	
b. quotations from oral sources		✓	
c. invented for purposes of discussion	✓		

Evaluator: Susana B. Felizardo Date: 11/16/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Tagalog
Aldajandro Handbook of Tagalog Grammar

Are examples/texts translated into English?

a. literal translations?
b. idiomatic translations?

	Y	S	N
a.		✓	
b.		✓	

Comments:

Y = yes; S = somewhat; N = no

Alter, Franz Carl. A Comparative Dictionary of Tagalog. Translated by Marlies Spiecker Salazar Ernesto Constantino, ed. Diliman, Quezon City: Cecilio Lopez Archives of Philippine Languages and the Philippine Linguistic Circle, 1981.

Specific language/dialect taught: Tagalog

Type of text: reference

Publication information:

Intended users: Not a language text. Linguists and other scholars interested the history of Tagalog.

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: Roman script

Physical quality of book: Very good quality paperback with stitched binding

Editorial quality of target language: n/a

Editorial quality of English: Very good

Overall organization of text:
[pages xv 125 pp.]
Franz Carl Alter's Comments
"On the Tagalog Language"
with an appended list of Asian languages compared with Tagalog (compiled by Pete A Guasa, Jr.)

Vocabulary areas covered:

General comments: This is a reprint of an 1803 study by Alter, an Austrian Jesuit with an interest in Tagalog. In the 1981 reprint, this study is cited as "of import to the history of Philippine liquistics". It's technical format makes it difficult for the general reader to follow.

CPT page label: TAGALTEA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Tagalog
(lg)
Comparative Dictionary
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	•	•	✓	

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Good only for historical and linguistic interest, not for a language learner.
Patience and careful reading are necessary to understand the ideas presented.

Evaluator: Susana B. Felizardo Date: Nov. 16, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Tagalog
(text) Comparative Dictionary

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach			✓
c. state of knowledge of the language	✓		
Are explanations clear to the non-specialist?			✓
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category			✓
b. semantic category		✓	
c. functional category		✓	
Is the presentation of the language			
a. in its own script		✓	✓
b. in romanization/transliteration		✓	
c. in phonetic transcription	✓		
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference	✓		
c. linguistic study	✓		
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?		✓	
Are the materials			
a. indexed		✓	
b. cross-referenced	✓		
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)		✓	
Are examples/texts			
a. literary quotations		✓	
b. quotations from oral sources		✓	
c. invented for purposes of discussion			✓

Evaluator: Susana B. Feliciano Date: Jan. 16, 1985

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Tagalog
Comparative Dictionary

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	✓		
b. idiomatic translations?		✓	
			✓

Comments: _____

Y = yes; S = somewhat; N = no

Llamzon, Teodoro A., Modern Tagalog: A Functional-Structural Description. The Haque: Mouton, 1976

Specific language/dialect taught: Tagalog

Type of text: Ref., Grammar

Publication information: Copy at Georgetown University Library. Sample pages at C-A-L. [PL 6053. L57]

Intended users: Linquists

Format: Book

Overall grammatical/pedagogical approach: Functional-Structural

Presentation of language: Standard alphabets/Sonogram representations of some intonation patterns.

Physical quality of book:

Editorial quality of target language:

Editorial quality of English: Technical

Overall organization of text:
[148 pp.]
Table of Contents
List of Tables and Figures
Methodology
Tagalog Grammar
Phonology
Syntax
Morphology
Bibliography
Appendix: Sonagrams
Index

Vocabulary areas covered: N/A

General comments:

CPT page label: TAGLLAMB1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Tagalog
(lg)
Llamzon, Modern Tagalog
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?				not enough samples in the target language.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?				
Are the materials usable in language teaching contexts?	*	*		Intended for linguists

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	
Electronic Aids	

Comments: The copy for evaluation has limited patterns To determine the quality of the language for Teaching. Most of the presentations of the language structure and description are in English and technical.

Evaluator: Susana B. Feliciano Date: Nov. 16, 1985

BEST COPY AVAILABLE

Ramos, Teresita V. Tagalog Structures.
Honolulu: University of Hawaii Press,
1971

Specific language/dialect taught: Tagalog

Type of text: Reference

Publication information: Copy at Library of Congress. [PL 6053. R3]

Intended users: Developers of language texts intended for intensive courses focusing on conversational Tagalog.

Format: Book

Overall grammatical/pedagogical approach: structural

Presentation of language: Standard Tagalog orthography

Physical quality of book: Excellent

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[x, 176 pp]
Table of Contents
Phonology
Word Formation
Basic Sentence Construction
Basic Sentence Types
Expansion of Sentences
Comparative Constructions
Causative Sentences
Topicless Sentences
Exclamatory Sentences
The Linker-A Review

Vocabulary areas covered: Minimal vocabulary used to illustrate grammatical structures

General comments: Part of series of instructional materials developed for major Philippine languages under Peace Corps contract (PC 25-1507) through the Pacific and Asian Linguistics Institute at the University of Hawaii.

CPT page label: TAGRAMOD1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

TAGALOG
Ramos, Tagalog Structures

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	X
Dictionaries	
Electronic Aids	

Comments: This book can be very useful to the language learner of Tagalog (even the beginning student) if he/she understands the basic grammatical terms used. A good reference for the teachers to guide the student in learning structures.

Evaluator: Susana Pelizardo

Date: November 16, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Tagalog (lg)
reference material (text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students		✓	
b. advanced students	✓		
c. teachers/materials developers only	✓		
Are materials arranged by			
a. grammatical category	✓		
b. semantic category	✓		
c. functional category	✓		
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration	✓		
c. in phonetic transcription	✓		
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference		✓	
c. linguistic study	✓		
Do the materials purport to describe the entire language?		✓	
Are the materials aimed at the English speaker?		✓	
Are the materials			
a. indexed			✓
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources	✓		
c. invented for purposes of discussion		✓	

Evaluator: Oriana B. Felizardo Date: Nov. 16, 1985

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Tagalog Structure
reference material

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

	Y	S	N
	/		
			/
			/

Comments: _____

Y = yes; S = somewhat; N = no

Ramos, Teresita V. The Case System of Tagalog Verbs. Canberra: Dept. of Linguistics, Research School of Pacific Studies, Australian National University, 1974

Specific language/dialect taught: Tagalog

Type of text: Thesis, Reference

Publication information: Copy at Library of Congress. [PL 6053. R274]

Intended users: Linguists

Format: Book

Overall grammatical/pedagogical approach: Case Grammar

Presentation of language: Standardized Pilipino orthography

Physical quality of book: Paper bound journal-type article with typewritten text.

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text:
[viii, 168 pp.; 12 page addendum]
Abstract of Thesis
Study of underlying case relationships in Tagalog sentences.
Introduction
Tagalog deep structure cases
Base Rules
Selectional Redundancy Rules
Subcategorization of Tagalog Verbs
Surface Case forms in noun phrases
Surface Manifestations of Tagalog cases
Conclusion
Various appendices to illustrate thesis.

Vocabulary areas covered: Incidential to grammar points.

General comments: Technical discussion

CPT page label: TAGRAMOE1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Linguistical Reference
Rahmas - The case syste

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

_____

_____

_____

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_____

Evaluator: _____ Date: _____

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Tagalog
(text) Linguistical Reference
Ramos - The case system

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only	✓		
Are materials arranged by			
a. grammatical category	✓		
b. semantic category	✓		
c. functional category	✓		
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			✓
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference			✓
c. linguistic study	✓		
Do the materials purport to describe the entire language?		✓	
Are the materials aimed at the English speaker?		✓	
Are the materials			
a. indexed		✓	
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)		✓	
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources	✓		
c. invented for purposes of discussion		✓	

Evaluator: Susana B. Date: Nov. 16, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Tagalog
Linguistical Reference
Rules - The case system

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

	Y	S	N
a.	✓		✓
b.			✓

Comments: For Tagalog native speakers who are teaching Tagalog as a second language, this book is a good guide for him or her to explain further the question "why" of adult Tagalog learners.

Good guide for Tagalog students who are capable of learning through analysis.

Y = yes; S = somewhat; N = no

Schachter, Paul and Fe T. Otanes.
Tagalog Reference Grammar. Berkeley,
CA: University of California Press, 1972

Specific language/dialect taught: Tagalog

Type of text: Ref., Grammar

Publication information: Copy at C-A-L. [PL 6053. 53]

Intended users: Linquists

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: Tagalog alphabet with phonetic transcriptions

Physical quality of book: Fine quality paperback

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[pages x 566 pp.]

Table of Contents
Chapter I Pronunciation
Chapter II Basic sentence structure
Chapter III Nominals and their expansions
Chapter IV Adjectivals and their expansions
Chapter V Verbals and their expansions
Chapter VI Adverbials and their expansions
Chapter VII Derived and minor sentence structures
Index

Vocabulary areas covered: Non-specific used to illustrate grammar points

General comments:

CPT page label: TAGSCHAA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Schachter Reference Grammar

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: a very good material for linguist and materials developers. Advanced students who would like to analize the structures may use this too as reference.

A beginner might find it confusing to follow especially whose purpose is to speak the language.

Evaluator: Susana B. Feliciano Date: 11/18/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Tagalog
(text) Pinasimpleng Reference Grammar

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students		✓	
b. advanced students			✓
c. teachers/materials developers only			✓
Are materials arranged by			
a. grammatical category	✓		
b. semantic category	✓		
c. functional category	✓		
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration	✓		
c. in phonetic transcription	✓		
Original intention of the materials:			
a. teaching materials		✓	
b. pedagogical reference	✓		
c. linguistic study	✓		
Do the materials purport to describe the entire language?	✓		
Are the materials aimed at the English speaker?		✓	
Are the materials			
a. indexed	✓		
b. cross-referenced	✓		
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)		✓	
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. invented for purposes of discussion		✓	

Evaluator: Ariosma Feliciano Date: Nov. 18/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Tagalog
Abbreviated Reference Grammar

	Y	S	N
Are examples/texts translated into English?			
a. literal translations?		X	
b. idiomatic translations?	X		

Comments: _____

Y = yes; S = somewhat; N = no

Sebastian, Federico B. and Antonio D.G. Mariano.
Idiomatic Expressions in the Filipino Language.
Mendiola, Manila: Committee on the National
Language Textbook Preparation, 1954.

Specific language/dialect taught: Tagalog

Type of text: Reference

Publication information: Copy at Library of Congress [PL 6059. S4]

Intended users: English-speaking non-Tagalog speaking Filipinos who need a reference to Tagalog idioms.

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: Standard Tagalog spelling

Physical quality of book: Paperbound with low quality paper. Clear, readable print.

Editorial quality of target language: excellent, but heavy written style

Editorial quality of English: literal

Overall organization of text:
[iv, 207 pp.]
Preface in Tagalog
Idiomatic Expressions arranged alphabetically by first letter of entire expression. A literal translation of the Tagalog plus the English equivalent of each expression is provided along with a usage example.

Vocabulary areas covered: Idiomatic expressions

General comments:

CPT page label: TAGSEBAA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Reference Material Idiomatic Expressions

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	✓*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: S. Felizardo Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Tagalog
(text) Reference Material idiomatic expression

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation	/		
b. grammatical approach	/		
c. state of knowledge of the language	/		
Are explanations clear to the non-specialist?		/	
Are materials suitable for use by			
a. beginning students			/
b. advanced students		/	
c. teachers/materials developers only		/	
Are materials arranged by			
a. grammatical category			/
b. semantic category			/
c. functional category	/		
Is the presentation of the language			
a. in its own script	/		
b. in romanization/transliteration			/
c. in phonetic transcription			/
Original intention of the materials:			
a. teaching materials	/		
b. pedagogical reference	/		
c. linguistic study	/		
Do the materials purport to describe the entire language?		/	
Are the materials aimed at the English speaker?		/	
Are the materials			
a. indexed		/	
b. cross-referenced		/	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	/		
b. texts (paragraphs, passages, etc)	/		
Are examples/texts			
a. literary quotations	/		
b. quotations from oral sources	/		
c. invented for purposes of discussion			/

Evaluator: Susana B. Felizardo Date: Nov. 16, 1985

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Tagalog
Reference Material
idiomatic expressions

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	/		
b. idiomatic translations?	/		

Comments: A good presentation of words, and group of words used idiomatically, but some of them are old sayings, old phrases and old idioms.

If Teachers would introduce these idioms to the language learners, she or he should point out clearly the appropriate situations in which to use them.

Y = yes; S = somewhat; N = no

Stockwell, Robert P., A Contrastive Analysis of English and Tagalog Part I: Introduction and Phonology. Los Angeles: University of California, 1957.

Specific language/dialect taught: Tagalog

Type of text: Specialized Pedagogical Materials

Publication information: Sample pages at C-A-L. [PL 6053. S78]

Intended users: English-speaking linquists who would be preparing Tagalog teaching materials in the Philippines.

Format: Book

Overall grammatical/pedagogical approach: Traditional/academic

Presentation of language: Tagalog examples are phonetically transcribed

Physical quality of book: Typewritten text

Editorial quality of target language: n/a

Editorial quality of English: Technical English

Overall organization of text:
[various pagings]
This volume, of what was expected to be a multi-volume project, introduces the objectives and approach of the project and provides a detailed contrastive analysis of English and Tagalog phonology.

Vocabulary areas covered: N/A

General comments:

CPT page label: TAGSTOCA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Stockwell Contrastive Analysis

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?				
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?				
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: No evaluation of Tagalog necessary. The article and all written in English.
Not for teaching material. Linguist might be interested to read it.

Evaluator: Susana B. Felizardo Date: 11/16/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Tagalog
Wolfenden, Re-Statement of Tagalog Grammar

Wolfenden, Elmer. A Re-statement of Tagalog Grammar, with Jose Rizal's Nueva Ortografia del Lenguaje Tagalog, appended. Manila: Summer Institute of Linguistics and the Institute of National Language, 1961

Specific language/dialect taught: Tagalog

Type of text: Reference, grammar

Publication information: Copy at Georgetown University Library. Sample pages at C-A-L.

Intended users: Linguists

Format: Book

Overall grammatical/pedagogical approach: Functional/Structural

Presentation of language: Standard Tagalog alphabet

Physical quality of book: Good

Editorial quality of target language:

Editorial quality of English: Technical

Overall organization of text:
[ii, 44 pp, 12 tables]
I. Re-Statement of Tagalog Grammar
Introduction, Functors, Contentives, Phrases, Clauses, Bibliography.
II. Nueva Ortografia del Lenguaje Tagalog
Origen de la Idioma Tagalog
El Alfabeto
Las Partes de la Oracion
Formas Compuastas
Prefija (Mag)
De los Sufijos (Sufijo "Magpa")
(Sintaxis) "Na"

Vocabulary areas covered: N/A

General comments: Wolfenden's work with the Rizal work appended was published in observation of the Jose Rizal Centenary. The publishers note that these distinctive approaches to the study of Tagalog are "put... together neither for comparison nor contrast but for record and appreciation of the development of studies on Tagalog and Orthography.

CPT page label: TAGWOLFB1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(language) Tagalog
(text) Wolfenden Re-Statement of Tagalog grammar

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?			✓	
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: (last page)

Evaluator: Susana B. Felizardo

Date: Nov. 16/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Tagalog
Wolfenden, Re-Statement
(text) of Tagalog Grammar

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation	/		
b. grammatical approach	/		
c. state of knowledge of the language	/		
Are explanations clear to the non-specialist?			/
Are materials suitable for use by			
a. beginning students			/
b. advanced students		/	
c. teachers/materials developers only		/	
Are materials arranged by			
a. grammatical category	/		
b. semantic category	/		
c. functional category	/		
Is the presentation of the language			
a. in its own script	/		
b. in romanization/transliteration	/		
c. in phonetic transcription	/		
Original intention of the materials:			
a. teaching materials			/
b. pedagogical reference		/	
c. linguistic study	/		
Do the materials purport to describe the entire language?		/	
Are the materials aimed at the English speaker?		/	
Are the materials			
a. indexed		/	
b. cross-referenced		/	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	/		
b. texts (paragraphs, passages, etc)	/		
Are examples/texts			
a. literary quotations		/	
b. quotations from oral sources		/	
c. invented for purposes of discussion		/	

Evaluator: Rusana Feliciano Date: Nov. 16/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Tagalog
Gibbs Linden. Re-State-
ment of Tagalog Grammar

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	✓		
b. idiomatic translations?		✓	
			✓

Comments: Anyone who might use this book as reference needs to be familiar with all the grammatical terminology.

The general reader might find it difficult to follow because of it's technical format.

Suitable for linguist but not for language learner.

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Dictionaries

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Tagalog
Barlachan, Trilinqual Dictionary

Barlchan, Dagdagan B. Trilinqual Dictionary.
Pilipino Trans.: Jose O. Bautista.
Manila: National Book Store, 1980-82.

Specific language/dialect taught: Pilipino and Iloko

Type of text: Ref., Dictionary

Publication information: Copy at Library of Congress. [PL 5753. B37]

Intended users: Primarily English & Tagalog speakers interested in Iloko dialect.

Format: 3 volumes

Overall grammatical/pedagogical approach: N/A

Presentation of language: Roman alphabet

Physical quality of book: Very good quality paperback, fine paper, excellent print.

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text:
3 Parts
I. Iloko-English Pilipino
Iloko entries in alphabetical order with English & Pilipino equivalents.
II. English - Iloko - Pilipino
English entries in alphabetical order with Iloko and Pilipino equivalents
III. Pilipino - Iloko - English
Pilipino entries in alphabetical order with Iloko and English equivalents
Each volume (Part) includes introductory remarks, abbreviation keys, appendices (usually related to culture of featured language) and bibliography.

Vocabulary areas covered:

General comments:

CPT page label: TAGBARLA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Tagalog / Ilocano
(lg)
Dictionaries
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: This evaluation is particularly for Tagalog only. (The evaluator is a Tagalog native speaker not an Ilokano).

A good reference for some abbreviated words; also some acronyms in English used as political, legal economic, military, etc.

Evaluator: Susana B. Felizardo Date: Nov. 16, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Tagalog / Ilocano
(lg)
Dictionaries
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary	✓		
b. grammatical approach			✓
c. state of knowledge of the language		✓	
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations		✓	
c. translation equivalents		✓	
d. transliterations			✓
e. phonetic transcriptions of pronunciation			✓
f. grammatical information			✓
g. examples			✓
h. use of entry in phrases, idioms			✓
i. syllable division	✓		
j. cross-references to other entries		✓	
k. information on style levels		✓	
l. information on regional, dialectal variation		✓	
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion		✓	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			✓
Does the dictionary approach full coverage of the vocabulary of the language?		✓	
Is the dictionary primarily aimed at the English speaker?		✓	
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: Susana B. Felizardo Date: 11/16/85

Y = yes; S = somewhat; N = no

[Del] Mundo, Clodualdo and Andrea Amor Tablan. Pocket Dictionary, Tagalog-English, English-Tagalog. Manila: Abiva Publishing House, 1948.

Specific language/dialect taught: Tagalog

Type of text: Ref., Dictionary

Publication information: Copy at Library of Congress. [PL 6054. M8]

Intended users: Filipino secondary students

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: Standard Tagalog orthography.

Physical quality of book: Fragile paper back, low quality paper and stapled binding.

Editorial quality of target language: very good

Editorial quality of English: Excellent

Overall organization of text:
[96 pp.]
Preface in English
Introduction to Tagalog Grammar
Accentuation
Abbreviations Key
Part I Tagalog-English
Part II English-Tagalog
Appended are: Numbers Useful words and Phrases

Vocabulary areas covered: Essential words in both verbal ("Everyday Conversation") and written ("Secondary school instructional materials") Tagalog.

General comments:

CPT page label: TAGDELMA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Dictionary

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓	✓	
Are the materials usable in language teaching contexts?		*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: _____

Evaluator: R. Felizardo Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) Tagalog
(text) Dictionary

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		✓	
b. grammatical approach		✓	
c. state of knowledge of the language	✓		
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations		✓	
c. translation equivalents		✓	
d. transliterations		✓	
e. phonetic transcriptions of pronunciation			✓
f. grammatical information			✓
g. examples			✓
h. use of entry in phrases, idioms			✓
i. syllable division			✓
j. cross-references to other entries			✓
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?		✓	
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: Susana Felizardo Date: Nov. 16, 1985

Y = yes; S = somewhat; N = no

Dizon, Nicolas C. Dictionary in English, Tagalog, Ilocano and Visayan and a brief Tagalog grammar written in English and Translated in Ilocano and in Visayan. Honolulu: Juan de la Cruz Book Room, 1947.

Specific language/dialect taught: Tagalog, Ilocano & Visayan dialects

Type of text: Ref., Dictionary

Publication information: Copy at the Library of Congress. [PL 6054. D5]

Intended users: Non-Tagalog-speaking Filipinos

Format: Book

Overall grammatical/pedagogical approach: Traditional grammar

Presentation of language: Standardized

Physical quality of book: Very good

Editorial quality of target language: very good

Editorial quality of English: Excellent

Overall organization of text:
[182 pp.]
The Dictionary in English with the three Filipino dialects' equivalents comprises 117 pp. of this 182 pp. text. It is preceded by a brief summary of Tagalog grammar presented first in Ilocano, then in Visayan (before the Vocabulary listings) and finally in English.

Vocabulary areas covered: Approx. 5,000 everyday Tagalog words

General comments:

CPT page label: TAGDIZOA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Tagalog / Ilocano / Cebuano
(lg)
Dictionary
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		/		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	/ / /			
Are the materials usable in language teaching contexts?	*	*	/	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	/

Electronic Aids	

Comments: As a Tagalog native speaker, I can only evaluate this particular Filipino dialect. There is no appropriate evaluation for the other Two dialects. (Ilocano and Cebuano)

Evaluator: Diana B Feliciano Date: Oct 16, 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Tagalog / Filipino / Pilipino
(lg)
Diksyonaryo
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		✓	
b. grammatical approach		✓	
c. state of knowledge of the language	✓		
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations		✓	
c. translation equivalents		✓	
d. transliterations		✓	
e. phonetic transcriptions of pronunciation			✓
f. grammatical information		✓	
g. examples		✓	
h. use of entry in phrases, idioms			✓
i. syllable division			✓
j. cross-references to other entries		✓	
k. information on style levels			✓
l. information on regional, dialectal variation	✓		
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations		✓	
b. quotations from oral sources		✓	
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?			✓
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: Susana B. Felizardo Date: 11/16/85

Y = yes; S = somewhat; N = no

Enriquez, Pablo Jacobo and Maria Guzman.
Pocket Dictionary: English-Tagalog,
Tagalog-English Vocabulary. Manila:
Philippine Book Co., 1949.

Specific language/dialect taught: Tagalog

Type of text: Ref., Dictionary

Publication information: Copy at the Library of Congress. [PL 6056. E52]

Intended users: English-speaking, non-Tagalog speaking Filipino elementary and secondary students.

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: Roman script

Physical quality of book: Paper-bound, low quality paper.

Editorial quality of target language:

Editorial quality of English: Very good

Overall organization of text:
[pages ii 170 pp.]
Key to Abbreviations
Preface
English-Tagalog Vocabulary
Tagalog-English Vocabulary
Common "Double Expressions" (Idioms?)

Vocabulary areas covered: Over 16,000 words most commonly used by students of elementary and secondary schools.

General comments:

CPT page label: TAGENRIB1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Tagalog
(lg)
Encarnez, Pocket Dictionary
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	•	•	✓	

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: Although the book provides additional bits of vocabularies such as names of courses, certificates, degrees etc, they are all in written style. Native speakers would never use them in speaking.

Evaluator: Susana Felizarte Date: Nov. 16, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Tagalog
(language)
Enriquez, Pocket Dictionary
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		✓	
b. grammatical approach		✓	
c. state of knowledge of the language		✓	
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations		✓	
c. translation equivalents		✓	
d. transliterations		✓	
e. phonetic transcriptions of pronunciation		✓	
f. grammatical information			✓
g. examples			✓
h. use of entry in phrases, idioms			✓
i. syllable division			✓
j. cross-references to other entries		✓	
k. information on style levels		✓	
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources	✓		
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?		✓	
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: Susana B. Felizardo Date: Nov. 16, 1985

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Tagalog
Hermosisima, Dictionary

Hermosisima, Tomas V. Dictionary, Bisayan-English-Tagalog: Standardized Spelling. Tagalog by Pedro S. Lopez, Jr. 1st ed. Manila: P.B. Ayuda, 1966.

Specific language/dialect taught:

Type of text: Ref., Dictionary

Publication information: Copy of Library of Congress. [PL 5626. H4]

Intended users: Primarily for Filipino speakers of Bisayan who want reference to standardized spelling

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: Standardized Pilipino orthography

Physical quality of book: Excellent hardback with sewn binding

Editorial quality of target language: good

Editorial quality of English:

Overall organization of text:
[pages viii 648 pp.]
Notes on the standardized spelling
Dictionary Bisayan-English-Tagalog (approx. 16,000 entries)
Each entry includes
- Part of Speech
- English equivalent
- Tagalog equivalent

Notes on use of Hyphen
- Forms of Address
- Reference

Vocabulary areas covered: General with approx 16,000 Basayan entries.

General comments:

CPT page label: TAGHERMA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog / Bisayan
(text) Dictionary

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓	✓		
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: This evaluation is only applied To Tagalog. Bisayan is another Philippine dialect. The evaluator isn't a native speaker of Bisayan.

Evaluator: Rusana B. Felizardo Date: Nov. 16, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) Tagalog / Bisayan
(text) Dictionary

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		✓	
b. grammatical approach			✓
c. state of knowledge of the language	✓		
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations	✓		✓
c. translation equivalents	✓		
d. transliterations		✓	
e. phonetic transcriptions of pronunciation			✓
f. grammatical information			✓
g. examples			✓
h. use of entry in phrases, idioms			✓
i. syllable division			✓
j. cross-references to other entries		✓	
k. information on style levels			✓
l. information on regional, dialectal variation	✓		
m. warnings about language learner errors			✓
n. cultural information		✓	
Are examples			
a. literary quotations		✓	
b. quotations from oral sources		✓	
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?		✓	
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?		✓	
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: Susana B. Feliciano Date: Nov. 16, 1985

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Tagalog
Panganiban, Concise
English-Tagalog Dictionary

Panganiban, Jose Villa. Concise English-Tagalog Dictionary. Rutland, VT: C.E. Tuttle, 1984.

Specific language/dialect taught: Tagalog, Manila dialect

Type of text: Ref., Dictionary

Publication information: Reprint of 1969 edition. Copy at C-A-L. 1985 price: $9.50.

Intended users: English speakers

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: English entries presented in bold face without phonetic transcription. Tagalog definitions are given in standard Tagalog script.

Physical quality of book: Excellent

Editorial quality of target language: good

Editorial quality of English: Very good

Overall organization of text:
[pages xxvi, 170 pp.]
Table of Contents
Pronunciation Key
Tagalog Word Forms
How to Use Book
Key to Abbreviations
English-Tagalog Dictionary (approx. 6,000 entries)
Included: Part of Speech
Tagalog equivalent/equivalents
Appended are: Useful Terminologies
Common Affixes
Orthography of Geographical Names

Vocabulary areas covered: Abriged to 6,000 of the most common English words

General comments:

CPT page label: TAGPANGC1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Tagalog
(lg)
Panganiban, Concise English - Tagalog dictionary
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓	✓		
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: _____

Evaluator: Susana B. Felizardo Date: Nov. 16, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(L) Tagalog
(B) Pangasiban Concise
(text) Eng-Tag. dictionary

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		✓	
b. grammatical approach			✓
c. state of knowledge of the language		✓	
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations		✓	✓
c. translation equivalents	✓		
d. transliterations		✓	
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information		✓	
g. examples		✓	
h. use of entry in phrases, idioms			✓
i. syllable division			✓
j. cross-references to other entries			✓
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations		✓	
b. quotations from oral sources	✓		
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?		✓	
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?		✓	
Can the dictionary be used by beginning students of the language?		✓	

Evaluator: Susana B. Feliza[illegible] Date: Jan. 16/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Tagalog
Philippines (Commonwealth)
National Language - English
Vocabulary

Philippines. Institute of National Language. A National Language-English Vocabulary. 1st school ed. Manila: Bureau of Printing 1947. [3rd printing]

Specific language/dialect taught: Modified Tagalog, Pilipino" (The National

Type of text: Ref., Dictionary

Publication information: Copy at Georgetown University Library. Sample pages at C-A-L. [PL 6056. P47]

Intended users: English-speaking non-Tagalog Filipinos

Format: Book

Overall grammatical/pedagogical approach: Traditional (brief grammar notes given in introduction)

Presentation of language: Standard Tagalog alphabet

Physical quality of book: Good

Editorial quality of target language:

Editorial quality of English: Excellent

Overall organization of text:
[180 pp.]
Key to abbreviation, symbols
Brief summary affixes
"National Language" English Grammar

Vocabulary areas covered:

General comments:

CPT page label: TAGPHILB1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Tagalog (1st)
Philippines (Commonwealth) (next)
National Language - English

META - CRITERIA Vocabulary

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: Old Type of dictionary.

Evaluator: Susana B. Feliciano

Date: Nov. 18, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(by) Tagalog
Philippine Commonwealth
(text) National Language-English Educational

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary	✓		
b. grammatical approach		✓	
c. state of knowledge of the language	✓		
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations		✓	
c. translation equivalents		✓	
d. transliterations		✓	
e. phonetic transcriptions of pronunciation		✓	
f. grammatical information		✓	✓
g. examples		✓	
h. use of entry in phrases, idioms			✓
i. syllable division			✓
j. cross-references to other entries			✓
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations		✓	
b. quotations from oral sources		✓	
c. contrived for purposes of discussion		✓	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?		✓	
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?		✓	
Can the dictionary be used by beginning students of the language?		✓	

Evaluator: Susana B. Felizardo Date: Nov. 16, 1985

Y = yes; S = somewhat; N = no

Ramos, Teresita V. Tagalog Dictionary.
Honolulu: University of Hawaii Press,
1971 [with subsequent editions].

Specific language/dialect taught: Tagalog

Type of text: Ref., Dictionary

Publication information: Copy at C-A-L. [PL 6056. R3]

Intended users: English-speakers

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: Standard Tagalog alphabet (ABAKADA)

Physical quality of book: Good quality paperback with glued binding; typewritten text.

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[pages xliii 330 pp.]
Preface
Introduction
Describing selection of entries
Phonology
Orthography
Parts of Speech
Verbal Charts
Summary of Affixes

Tagalog-English dictionary, ca. 4,000 entries.

Vocabulary areas covered: 4,000 of the most frequently used Tagalog roots, affixes, stems (affix & root) compounds and idioms.

General comments: Developed under a contract with the Peace Corps.

CPT page label: TAGRAMOC1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Tagalog
(text) Bambs, Tagalog Dictionary

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	/			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	/ / /			
Are the materials usable in language teaching contexts?	*	*	/	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	/

Electronic Aids	

Comments: This dictionary particularly goes with Tagalog for Beginners & the same author.

Evaluator: Susana Felizardo Date: 11/16/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Tagalog
(lg)
Ramos, Tagalog Dictionary
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography	✓		
Included in entries:			
a. etymologies			✓
b. definitions/explanations	✓		✓
c. translation equivalents	✓		
d. transliterations			
e. phonetic transcriptions of pronunciation		✓	
f. grammatical information		✓	
g. examples		✓	
h. use of entry in phrases, idioms			✓
i. syllable division			✓
j. cross-references to other entries		✓	
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations	✓		✓
b. quotations from oral sources	✓	✓	
c. contrived for purposes of discussion		✓	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?		✓	
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?		✓	
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: Susana B. Felizardo Date: Nov. 16, 1985

Y = yes; S = somewhat; N = no

Electronic Materials